

<u>Personal, Social and</u> <u>Emotional Development</u>

Making relationships

• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.

Sense of self

• Recognises that they belong to different communities and social groups and communicates freely about their own home and community.

• Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

Understanding emotions

• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.

•Understands their own and other people's feelings, offering empathy and comfort.



Understanding the World

The World

•Looks closely at similarities, differences, patterns and change in nature.

People and Communities

• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

Technology

• Develops digital literacy skills by being able to access, understand and interact with a range of technologies.

EYFS: Reception Curriculum Overview

Literacy

Reading

• Enjoys an increasing range of print and digital books, both fiction and non-fiction.

•Reads high frequency words, and uses developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.

• Engages with books and other reading materials at a deeper level, sometimes using their knowledge of language structure, subject knowledge and illustrations to interpret the text.

<u>Writing</u>

• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes.

• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying and writing recognisable letters in sequence.

• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

The books we cover across the year are:

Autumn One

- 'Harry and the Dinosaurs go to school' by Ian Whybrow
- 'So Much' by Trish Cooke
- 'In Every House, on Every Street' by Jess Hitchman
- 'Rapunzel' by Chloe Perkins

Autumn Two

- 'Chicken Licken' by Chloe Perkins
- 'The Gruffalo' by Julia Donaldson
- 'We're Going on a Lion Hunt' by David Axtell
- 'Stick Man' by Julia Donaldson

Spring One

- 'Where's My Teddy?' by Jez Alborough
- 'That rabbit belongs to Emily Brown' by Cressida Brown
- 'I Love You, Blue Kangaroo' by Emma Chichester Clark
 - 'Toys in Space' by Mini Grey

Spring Two

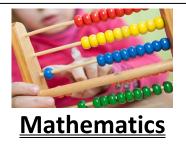
- 'Oi! Get Off Our Train' by John Burningham
- 'Sadie sprocket builds a rocket' by Sue Fliess
- 'Emily Jane's Aeroplane' by Katie Haworth
- 'Whatever Next!' by Jill Murphy

Summer One

- 'Jim and the Beanstalk' by Raymond Briggs
- 'The Tiny Seed' by Eric Carle
- 'Caterpillar and Bean' by by Sheridan Cain
- Oliver's Vegetables' by Alison Bartlett

Summer Two

- 'Tiddler' by Julia Donaldson
- 'Billy's Bucket' by Kes Gray
- 'Come Away from the Water, Shirley' by John Burningham
- 'Naughty Bus' by Jan and Jerry Oke



<u>Numbers</u>

• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.

• Engages in subitising numbers to five.

• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

Numerical Patterns

- Uses informal language and analogies as well as mathematical terms to describe shapes
- Spots patterns in the environment, beginning to identify the pattern "rule."

• Enjoys tackling problems involving prediction and discussion of comparisons of time, length, weight or capacity, paying attention to fairness and accuracy.



Physical Development

Moving and Handling

• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.

• Handles tools, objects, construction and malleable materials safely and with increasing control and intention.

• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and Self-Care

• Eats a healthy range of foodstuffs and understands need for variety in food.

• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.

• Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.



Communication and

<u>Language</u>

Listening and attention

- Listen attentively in a range of situations.
- Indicate two-channelled attention.

Understanding

- Listens and responds to ideas expressed by others in conversation or discussion.
- Understands questions such as who; why; when; where and how.

Speaking

• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

• Uses language to imagine and recreate roles and experiences in play situations.

• Links statements and sticks to a main theme or intention.

• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.



Expressive Arts and Design

Creating with Materials

• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

• Develops their own ideas through

experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.

• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

Being Imaginative and Expressive

• Creates representations of both imaginary and real-life ideas, events, people and objects.

• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.

• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.